



TENNESSEE DEPARTMENT OF

EDUCATION
FIRST TO THE TOP

Food Science and Safety

Primary Career Cluster:	Agriculture, Food and Natural Resources
Consultant:	Steven Gass, (615) 532-2847, Steven.Gass@tn.gov
Course Code(s):	6115
Prerequisite(s):	<i>Principles of Food Production</i> (6118)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Agriculture courses.
Programs of Study and Sequence:	This is the third course in the <i>Food Science</i> program of study.
Aligned Student Organization(s):	FFA: http://www.tnffa.org Allie Ellis, (615) 253-5207, Allie.Ellis@tn.gov
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, Teachers are encouraged to use embedded WBL activities. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing local opportunities, reach out to a local postsecondary institution.
Teacher Endorsement(s):	048, 150, 448
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/AgricultureFoodNaturalResources.shtml

Course Description

Food Science and Safety is an applied-knowledge course designed for students interested in careers in food science. The course covers fundamental principles of food science, food safety and sanitation, foodborne pathogens, and food-related standards and regulations. Upon completion of this course, students will be versed in the technical knowledge and skills necessary for further education and careers in food science. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards in Chemistry I and Environmental Science, as well as National Agriculture, Food and Natural Resources Career Cluster Content Standards.*

Program of Study Application

This is the third course in the *Food Science* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Agriculture, Food, and Natural Resources website at <http://www.tn.gov/education/cte/AgricultureFoodNaturalResources.shtml>.

Course Standards

Introduction to Food Science Industry and Careers

- 1) Using news media and relevant academic journals, investigate current applications of food science and describe the scope and economic importance of the food industry in the United States, including imports and exports. Citing specific textual evidence, describe how the study of food science and related sciences impacts quality of life and enhances a Supervised Agricultural Experience (SAE) program. (TN Reading 1; TN Writing 8)
- 2) Use local news media, organizational websites, and real-time labor market information to investigate occupations in food science. Compare and contrast the knowledge, skills, and abilities necessary for employment, as well as the typical level of education required. (TN Reading 2, 9; TN Writing 4, 7, 9)
- 3) Create a chart, table, or graphic to illustrate significant trends with regard to supply and demand of food products across the world population, citing specific textual evidence from news media and government agency reports. Identify and summarize common environmental and safety concerns regarding food production and the food supply. (TN Reading 1, 2, 7; TN Writing 9; TN Environmental Science 3)
- 4) Review common laboratory safety procedures for tool and equipment operation in the food science laboratories, including but not limited to accident prevention and control procedures. Demonstrate the ability to follow safety and operational procedures in a lab setting and complete a safety test with 100 percent accuracy. (TN Reading 3)

Food Chemistry

- 5) Differentiate between each food group and compare and contrast their nutritive values. Explain how chemical and physical properties of foods influence nutritional value and quality. Examine the basic principles of proper nutrition, including the identification and evaluation of the six essential nutrients needed for good health. (TN Reading 4; TN Writing 7; TN Chemistry 1)
- 6) Investigate and apply the concepts of basic chemical processes and interactions of constituent components of foods. Through experimentation and observation, identify chemical properties of food that are affected by production, processing, and storage. (TN Reading 3)
- 7) Identify common food additives (preservatives, antioxidants, stabilizers, colors, and flavors) and describe their general purposes. Synthesize information from academic journals and news media to summarize safety issues associated with food additives, assessing the extent to which the reasoning and evidence provided supported claims made. (TN Reading 2, 8; TN Writing 8)

Food Microbiology

- 8) Examine the role of microorganisms in food products and evaluate the implications for human consumption. (TN Writing 7)
- 9) Research common microorganisms that cause fermentation, discuss the benefits or dangers of fermentation in food products and processing. Develop an annotated chart that illustrates fermentation techniques and the foods they are used to create, describing the basic chemical principles of fermentation and the factors that affect the fermentation process. (TN Reading 2; TN Writing 2, 4)

Food Preservation

- 10) Differentiate among the various microorganisms that cause food spoilage and determine their life cycles. Compare and contrast the application of food preservation methods to prevent the growth of microbes in food. Outline the processes for heating, refrigerating, and freezing for food preservation. (TN Reading 2; TN Writing 4)

Food Safety and Sanitation

- 11) Research and cite texts identifying types and general characteristics of microorganisms associated with foodborne illnesses. Summarize safe food habits and practices by researching proper procedures for safe handling, storage, preparation, and cooking; to compose a checklist of general safety guidelines for different food groups, such as fruits and vegetables, red meat, fish, eggs, and dairy products. (TN Reading 1, 2; TN Writing 4)
- 12) Describe procedures and inspection standards for sanitation in the food production industry. Demonstrate in a live setting or in a presentation format the ability to follow procedures for appropriate chemical selection, cleaning techniques, and insect and rodent control methods. Identify concepts and principles that provide the scientific foundation for current food sanitation standards. (TN Reading 3; TN Writing 7, 8)
- 13) Research principles and applications of the Hazard Analysis and Critical Control Point (HACCP) system and describe how they apply to food safety. Interpret food industry inspection standards to assess conditions related to food safety and sanitation. Create a model HACCP plan including a summary of procedures to control biological, chemical, and physical hazards in food production. (TN Reading 2, 3, 4; TN Writing 4)

Food Safety Laws and Regulations

- 14) Analyze state and federal laws and regulations governing food inspection standards, and argue for their importance to public health, citing specific evidence from case studies to develop your claim. Define the roles of state and government agencies responsible for the establishment and enforcement of food safety regulations. Compose a narrative that interprets the regulations governing the “Local Foods for Local Schools” program in Tennessee. (TN Writing 1, 2)

Food Science Trends and Issues

- 15) Research major development trends in the food science industry by analyzing documents authored by for-profit companies and lobbying organizations, defining the question each seeks to address. Compare and contrast the use of advanced technologies in food production, such as but not limited to biotechnology, irradiation, and genetically modified organisms (GMOs), citing specific textual evidence. Summarize technology principles, process effects, and consumer concerns, referencing the extent to which reasoning and evidence presented for each supports specific claims. (TN Reading 2, 6, 8)
- 16) Formulate a hypothesis regarding a current food science issue. Design and conduct an original experiment to prove or disprove the hypothesis. Collect the appropriate data to evaluate claims, synthesizing and communicating results within the broader context of food science. (TN Writing 7)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, and 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6, and 10 at the conclusion of the course.
- SAE: [Supervised Agricultural Experience](#): All Agriculture students are encouraged to participate in a Supervised Agricultural Experience program to practice and demonstrate the knowledge and skills learned in their agriculture courses.
- TN Chemistry: Tennessee Science: [Chemistry I](#) standard 1 may provide additional insight and activities for educators.
- TN Environmental Science: Tennessee Science: [Environmental Science](#) standard 3 may provide additional insight and activities for educators.
- AFNR: [National Agriculture, Food and Natural Resources \(AFNR\) Career Cluster Content Standards](#): Students who are engaging in activities outlined above should be able to demonstrate fluency in Standards CR, FPP, and PS at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.